MICROGRAMS

SUPER STUDENT

Home Software Series

GRADE K

USER'S GUIDE FOR:

- Colors, Shapes, and Patterns
- Understanding Numbers
- Mr. Letter Getter
- Learning to Count
- Alpha Betty
- Consonant Picture Phonics

Education . . . Investment in a future.

Table of Contents

Introduction 2
Getting Started 3
Convenience Keys 3
Tips for Parents 3-5
Colors, Shapes, and Patterns 5-7
Understanding Numbers 7
Mr. Letter Getter 7-9
Learning to Count 9
Alpha Betty 10
Consonant Picture Phonics 11
Summary 12

Copyright 1987 by Microgrames, Inc. This user's guide and the computer programs described in it are copyrighted with all rights reserved. No part of this publication may be reproduced or copied without written permission of the publisher.

ISBN 0-8060-1006-1 (series)
ISBN 0-8060-1000-2 (Grade K)

PRINTED IN THE UNITED STATES OF AMERICA
19190-864

Introduction

Whether or not a child is a super student is not determined by the grades he or she earns. A super student is a person who is interested in learning, wants to do well, and who truly works at doing his or her best. Micrograms' Super Student Home Software provides a method for a super student to work on improving skills in several basic subject areas. This effort invested in extra practice at home can greatly benefit a student is his or her learning at school.

The following six programs are contained on the Super Student disk for kindergarten:

Title	Subject	Skills or Content Taught
Colors, Shapes, and Patterns	Pre-reading	matching/visual discrimination
Understanding Numbers	Math	number sets and number sequencing
Mr. Letter Getter	Pre-reading	identifying and sequencing upper and lower case letters
Learning to Count	Math	counting to ten, counting to twenty, and telling which is more
Alpha Betty	Pre-reading	alphabetizing practice and beginning problem solving skills (logic)
Consonant Picture Phonics	Reading	phonics/beginning consonant sounds

Getting Started

Micrograms recommends that a parent assisting a child in the use of these programs for the first time read the information in the User's Guide before loading any software. When you are ready to begin, turn on your Commodore 64/128, your monitor, and your disk drive. Insert the disk into the disk drive. Type:

LOAD"M",8,1

Now push the RETURN key. A menu of the programs contained on the disk will load and appear on the Super Student title screen. To select a program, simply press a number from 1 to 6. Clear and concise directions are provided on-screen for the operation of each program.

Convenience Keys

During any program, if you wish to restart, simply press the COMMODORE key and the F1 key at the same time.

To go from any program to the main menu, press the COMMODORE key and the F7 key simultaneously. This will allow you to select another program on the disk.

Tips For Parents

Micrograms Publishing began producing educational software for schools in 1981. Now, after 2½ years of development, we are proud to publish the Super Student Home Software Series. These materials are specially designed for use by children at home to reinforce and strengthen basic academic skills. Please keep in mind the following points as your child begins work.

Educational software is different from entertainment software. Not better or worse . . . just different. Educational software requires children to think to solve problems. Most entertainment software requires action rather than thought. Since the goals of these two types of software are different, the ways to best use them are different too.

Educational software performs best when adults provide the child-user with supervision and encouragement as the child is working. At school this supervision and encouragement is provided by the teacher or aide. At home the parent should fill this role. Remember, educational software requires more mental effort than watching TV or playing arcade games.

Thus, do not be surprised if your child at first tires from mental exercise. Keep in mind that the purpose of educational software is to strengthen basic student skills and knowledge, not to entertain. Your child's concentration and thinking skills will improve with use.

Calling your child's attention to his or her own learning and progress may well help the youngster to understand the difference between using the computer for learning and using the computer for entertainment. Once your child understands and accepts the computer as a learning aid (in addition to an entertainer), student progress can be more rapid.

Micrograms makes the following suggestions to parents attempting to use their Commodore 64/128 as a learning aid for their elementary school children.

1. Be assured that computers can help students practice and master many of the basic facts and academic processes which are part of their elementary school curriculum. Computers never will replace teachers or nurture children's complex social development; but, computers can help students master basic facts and academic processes through instruction, review, and practice. Your computer can help your child practice and polish his or her basic skills.

2. Explain to your child the purposes involved in using the computer as a learning aid. Point out that this is different from using the computer for entertainment. Assure your student that serious practice at the computer can help him or her do even better at school.

3. Use the program yourself for ten minutes before you ask your child to do so. This will let you know exactly what mental tasks the child is being asked to face and master.

4. Set specific times that the child is to practice. Remember, this is serious business, not play. Make these practice periods short at first, unless or until you see evidence that

your child can productively interact with a program for longer periods. Ten minute periods three times a week might be a good place to start for most young children. The regularity of practice over several months is much more important than one or two long practice sessions on special occasions.

5. Set reasonable goals for the child to achieve within the practice session, and go wild with enthusiasm and praise if the child achieves these goals. (Unachieved goals will be useful at the start of the next practice session.) Do not neglect the motivational power of a strawberry milkshake or special privilege if the child demonstrates a significant advance or level of accomplishment. If *you* think your child's accomplishments are important, so will your child.
6. Do not stop using a program as soon as your child claims he or she has mastered it. Insist on further practice sessions anyway "just to be sure." This will help to clearly establish all of the program's content in the child's mind, strengthen the child's confidence in his or her mastery, and clearly demonstrate to the child that he or she has made progress. (Parent: "Remember the time when you didn't think you could do this at all?")
7. Seek additional programs from Micrograms or elsewhere which you can use in a meaningful way to advance your child's learning.

As you can see, you as the parent are the key person in helping your child to learn. That should come as no surprise. At Micrograms our hope is that these Super Student learning activities will serve both you and your child well.

Colors, Shapes, and Patterns

Colors, Shapes, and Patterns presents three visual discrimination activities to help develop a child's reading readiness skills. Help your child begin by selecting practice with 1. matching colors, 2. matching shapes, or 3. matching patterns.

The first activity, matching colors, requires a color monitor or television. Make sure that the color is adjusted properly. A box containing a colored shape is presented. To the right of the box are four more boxes which also contain colored shapes. Help direct the child to find which color matches the color in

the first box. The answer is selected by pressing the SPACE BAR. When the moving box is over the correct color, press RETURN. Smiling faces will collect on the screen for each problem which is answered correctly on the first attempt. A summary at the end of ten problems will show which ones the child had difficulty with. Go over the problems missed with your child to see if he or she is still confused by them. Perhaps the child is not differentiating clearly between two specific colors or he or she may have been looking at the shapes instead of the colors.

Matching shapes is the second activity. It is structured in the same way as matching colors. The purpose of the activity is for the child to be able to recognize the differences and similarities in shapes by matching shapes that are the same. This is a reading readiness skill which will help prepare a child to later recognize differences in letters of the alphabet. The first few problems present shapes all in one color. This makes it easier for the child to focus on shape and not be confused by trying to match colors instead. After several problems, the shapes will be several colors, but none of the choices will be the same color as the first shape. There are several colors shown but they cannot be matched. If the child continues to answer correctly, the final problems will include possible color matches which need to be ignored. The child is receiving practice at following directions and concentrating on a specific task; matching by shape only. The following shapes are used in the activity ○, □, △, ▭, ⬠, ♡, ☆, ⬆ .

As an extra activity, help your kindergartener learn the names for the basic shapes: circle, square, triangle, and rectangle.

The third activity included in this program is pattern match. Your child will need to be directed to press either 1, 2, or 3 on the keyboard to select an answer instead of pressing the SPACE BAR and RETURN key. In pattern match, the child will be presented with a pattern of 3 colored shapes in the upper left hand corner of the screen. Three sets of patterns will be displayed on the right hand side of the screen. The object is to select which of patterns 1, 2, or 3 matches the pattern in the upper left hand corner. This exercise includes 15 problems at six levels of difficulty. Visual discrimination between the patterns becomes more difficult as the child answers correctly. Right answers are met with smiling faces. A sad face indicates a wrong choice. A summary of how many correct and incorrect answers were given can be quite challenging. Be

sure to congratulate your child whenever he is able to reach another level of difficulty. Level six is very tricky. A perfect score earns a special reward screen.

Understanding Numbers

This program includes two activities. The first activity provides practice in counting accurately and helps a child to learn the corresponding number symbols for the numerals 1-10.

The child must match one of three pictured sets to a numeral printed on the screen. For example, there might be four fish grouped together, six mice in a set, and three snails in a set. At the bottom of the screen it may say "Find 6". Your child will need to determine whether the set of fish, mice, or snails represents the numeral 6. Point the white arrow at the correct set by pressing the SPACE BAR. When the correct answer has been selected, press the RETURN key. Large smiling faces collect at the bottom of the screen for each answer that was correct on the first attempt. Each exercise consists of ten problems.

The second activity helps a child to recognize and sequence numerals 1-10. A sequence of three numbers will be displayed with the middle number missing. Show your child that there is a number missing where the question mark is flashing. Direct the child to find the missing number at the top of the keyboard. By entering the right number, you will help a diver up the high-dive ladder. Three correct answers in a row are needed to work a diver to the top. A miss will cause the diver to climb back down. Each new diver adds another somersault to his dive. Your child will get a lot of practice and demonstrate mastery of sequencing numbers to ten by working through all nine divers.

Mr. Letter Getter

The menu for Mr. Letter Getter presents a choice of five activities. The first activity is an exercise in visual discrimination using either upper or lower case letters. A letter will be displayed below Mr. Letter Getter. Four more letters will appear below four doors to the right of Mr. Letter Getter. The child must identify which of the four letters matches the first letter given. Underline the right answer by pressing the SPACE BAR. Press the RETURN key when the line is beneath

the correct letter. Mr. Letter Getter will then open the door above the letter chosen. Right answers are greeted by a smiling face behind the door. A sad face appears if the letters do not match. To complete this activity the child needs to match all 26 letters of the alphabet. As matches are made, the alphabet builds across the bottom of the screen. Small smiling faces above the letters indicate which matches were made correctly on the first try. A child that earns smiling faces above every letter should be congratulated and encouraged to go on to levels two and three.

Activity levels two and three are structured the same as level one. However, instead of matching identical letters, the child is now required to match upper case letters with lower case letters. Level two presents an upper case letter and four choices of lower case letters from which to select a match. Level three presents a lower case letter and four choices of upper case letters from which to select a match. Mr. Letter Getter will happily open as many doors as necessary when helping children match upper and lower case letters for the entire alphabet. Again, the alphabet filling in along the bottom of the screen is a measure of the child's progress. A child should work toward having a smiling face above each letter.

Mr. Letter Getter has many more doors to open at level four. Twenty-six doors are labeled with letters of the alphabet. By moving the underline with the SPACE BAR, the child should direct Mr. Letter Getter to each letter from A to Z in proper sequence. As an added convenience, the underline can be moved backwards as well as forwards for activities 4 and 5. In addition to using the SPACE BAR, the underline can be moved with the < and > keys.

Activity levels 1-4 help develop matching skills, letter recognition, and alphabet sequencing at a kindergarten level. Level 5 is not meant to be a kindergarten activity. It is a concentration game designed for two players. The initial set-up is like that in level four, however, no letters appear on the doors. The object is to find all twenty-six letters in proper sequence. Select a door by using the SPACE BAR or the < and > keys to move the underline. Then press RETURN. Each player's turn continues until he opens a wrong door. It begins as a guessing game and evolves into a challenging game of concentration. The score is tallied along the bottom of the screen. The color of your smiling faces will match the color of your name. The player who locates the most letters in their proper sequence wins.

Perhaps a parent and a kindergartener can challenge an older brother or sister, and let Mr. Letter Getter entertain, frustrate, and educate the entire family.

Learning to Count

Excellent and entertaining counting practice is offered in three separate activities. Level 1 provides practice in counting random sets of from 3 to 10 frogs on a log. The child must count the frogs, enter the number from the keyboard, and press the RETURN key. If a wrong number is pressed, it can be changed before pressing RETURN. Correct answers cause the frogs to jump into the pond. If a child is wrong, they must respond again. If still wrong, the frogs are counted and numbered by the computer. The child must then enter the correct answer and continue. Each exercise includes ten problems. A summary reports how many problems were answered correctly on the first try. If all ten problems are answered correctly on the first attempt, the child earns a Good Counting Award.

When a child has mastered counting to ten, he or she may be ready to work on counting to twenty. Level two shows up to twenty puppies pictured on the screen. Correct answers cause the puppies to bark and wag their tails. If wrong on the second try, the computer will help to count and number the dogs. A summary follows ten problems. Again, perfect counting is rewarded with a Good Counting Award.

The objective of level 3 is for a child to identify which of two unequal sets is larger. From one to ten pennies are pictured on each half of the screen. After counting both sets the child must underline the set which has more pennies. The underline is moved by pressing the SPACE BAR. If wrong, the pennies are counted on the screen as they are flipped over. The child is then asked to respond again to the same problem. Smiling faces accumulate down the center of the screen for each correct answer. After working on this activity, use some pennies, marbles, etc. to see if your child understands the concept of less than as well as more than.

Alpha Betty

Alpha Betty enables children to practice sequencing the letters of the alphabet in a game format. Beginning problem solving skills are also exercised. To begin, select practice for your child with upper case or lower case letters of the alphabet.

Betty will appear on a grid of 48 gray and white boxes. Each box contains one letter of the alphabet. Betty needs help hopping across the maze of letters in the proper sequence from A to Z. Show your child how to point Betty in the right direction by using the SPACE BAR. The red arrow in the center of the screen shows the direction in which Betty is heading. When Betty should jump, push the RETURN key.

There will always be a path through the maze that will lead Betty to the Z in the upper right hand corner. There often will be additional paths that lead only part way across. Dead end paths will be confusing at first. With some assistance your child will learn to look ahead to see which of two paths is better. This is a good problem solving activity. If a wrong path is taken, Betty can hop back through the alphabet with no penalty.

If Betty is directed to hop to a letter which does not follow immediately after or immediately precede the letter she is on, then she will end up jumping back to the start. Footprints along the way show where Betty has been and will let parents keep track of how much trouble or success a child is experiencing. When a child is unsure of what letter should follow, have them press the ? key. The entire alphabet will then be displayed at the top of the screen for the next four jumps.

A special good job screen featuring a very happy Betty will be awarded for reaching the end with no mistakes.

Consonant Picture Phonics

Consonant Picture Phonics helps a beginning reader to master the association between a given consonant and the sound it represents. One of fifty colorful pictures is displayed on the screen. Below the picture are four large, easy-to-read, lower case letters. The task for the child is to decide which letter represents the beginning sound of the pictured word.

The directions at the bottom of the screen are for a parent or helper who is assisting the beginning reader. Direct the child to press the SPACE BAR in order to move the white line. When the line is under the chosen answer, direct the child to press the RETURN key.

Correct answers will earn a small smiling face at the bottom of the screen. Also, the word for the picture will appear in large letters. The beginning letter will flash to show that the child chose the right letter to begin the word. The picture will remain on the screen for several seconds before advancing to the next picture. To advance more rapidly, press the SPACE BAR.

Try to get sixteen smiling faces in a row across the bottom of the screen. One face will disappear for each wrong answer. A summary screen tells how well the child did and indicates how many points were earned. A perfect score of 16 points earns a Great Job Award.

Summary

Micrograms is not seeking awards for software which sparks new and innovative use of computers. The recognition we have desired and received is from teachers who wish to use computers for drill, practice, reinforcement, remediation, and enrichment in basic and essential curriculum areas.

In developing our Super Student Home Software Series we have incorporated the same educational soundness that we have found to be so effective and well accepted in schools. Every Micrograms program is designed, edited, and tested by teachers. Our reading material is authored by teachers and reading specialists. Micrograms programs are sharply focused on specific curriculum objectives which are achieved with the consistent use of clear presentations, motivating activities, immediate feedback, and creative positive reinforcement.

At Micrograms we understand the importance of meeting individual student needs. Most of the programs in our Super Student Series contain multiple activities or levels of difficulty that can be selected by the parent or child. Some programs also include individualized pacing based on user responses. On screen tracking of performance and program summaries are standard elements of Micrograms software. Since 1981 Micrograms has been dedicated to providing only top quality educational programs.

Because Micrograms' efforts to continually provide effective educational software are ongoing, teachers and parents can expect to find new Micrograms material each year. Our new Super Student Home Software Series contains 36 new programs designed for grades K-5. Also, you may wish to contact Micrograms or your local software dealer regarding Micrograms programs written with directions and screen prompts in Spanish. Micrograms also has many new programs for Apple computers.

SUPER STUDENT

HOME SOFTWARE SERIES

Microgram's Super Student Home Software focuses on basic subject areas where extra review and practice can greatly benefit a student. Six programs are included at each grade level.

Kindergarten

Colors, Shapes, and Patterns
Understanding Numbers
Mr. Letter Getter
Learning to Count
Alpha Betty
Consonant Picture Phonics

Grade 1

Number Lake
Rhyming Robots
Pennies, Nickels, and Dimes
Early Reader's Word List
Vowel Picture Phonics
Young Scientist I

Grade 2

Froggy's Math Race
Reader's Treasure Chest I
Telling Time
Wizard of Spellalot - Gr. 2
Counting Change
Young Scientist II

Grade 3

Big Math Attack
Reader's Treasure Chest II
Al's Amazing Alphabetical Act
Timed Tables
Wizard of Spellalot - Gr. 3
Science Whiz

Grade 4

NumberJack
Reader's Treasure Chest III
Word Sleuth I
Math Jumpathon
Wizard of Spellalot - Gr. 4
Geography Scoreboard

Grade 5

Math Speedway
Reader's Treasure Chest IV
Word Sleuth II
Figuring With Freddy
Wizard of Spellalot - Gr. 5
Name the States

MICROGRAMS PUBLISHING
1404 N. Main St., Rockford, IL 61103

ISBN NO. 0-8060-1000-2